

Memo for Round 2 Engagement: Can You Picture It?

April 18, 2022

This document summarizes several inputs as part of the engagement process for Forward Together, which was conducted between February 22 and March 21. The second round of engagement sought the public's input on two concepts for future facilities that were developed based on input received in round one of engagement. The feedback process was open to all, however participants in the process were self-selected and the results are not a statistically valid sample.

The memo includes the following:

1. Purpose
2. Outreach and Publicity
3. Engagement Overview
4. Results

1. Purpose

The purpose of the second round of engagement was to share concepts for future facilities that were developed based on input received in round one of engagement as well as the facilities assessments, educational visioning, and input from the Leadership Group. The concepts presented as broad ideas to facilitate discussion. The discussion of the two concepts presented and the feedback received from the public will guide development of specific options.

2. Outreach and Publicity

Extensive outreach was conducted to spread the word about the opportunity to participate in the Forward Together process. The process capitalized on existing networks through each of the three entities (City, Schools, Library).

- Postcards - produced 2,000 for distribution:
 - 1,000 distributed to households in Moreland and Lomond by High School Students
 - 300 distributed to local businesses (15 total)
 - 200 distributed by Library
 - 500 distributed by School District
- Flyers:
 - 225 distributed to Shaker Heights barbershops/hair salons
 - 500 distributed to Shaker Heights daycares
 - Available at Thornton Park throughout entire Round 2
 - Distributed at City Recreation programs between February 24 and March 20
 - Distributed twice to primary school students
 - Distributed at school meetings, athletic events, and musical performances
- Public meeting announcement: Announcement for Joint Public Meeting with Library, Schools, City sent to City public meetings list
- Listed in community events calendar on City website

- Featured on front page of City website
- Number of social media posts from City of Shaker Heights: 52 posts between February 1 and March 31. Impressions: 28,412; Engagements: 1,921
- Direct email to all City staff (219 people)
- Direct email to Planning's Board/Commission/Task Force members (31 people)
- Direct email to Neighborhood Association Leaders (18 people)
- February 22, 2022 City Council Work Session on Forward Together
- City ENews:
 - 2/10/22: City ENews, Recreation ENews, Forward Together ENews
 - 2/21/22: City ENews, Recreation ENews, Forward Together ENews
 - 2/24/22: November City ENews
 - 2/26/22: City ENews, Recreation ENews, DEI ENews, Forward Together ENews
 - 3/1/22: Lee Road Action Plan ENews
 - 3/17/22: City ENews, Recreation ENews, DEI ENews, Forward Together ENews
- Neighbor Notes flyer
 - 2/14/22
 - 2/21/22
 - 2/28/22
 - 3/14/22
- School Enews
 - Featured weekly throughout Round 2
- Special sessions with school-related groups including: Shaker Heights Teachers' Association, the Teacher Advisory Group, the Superintendent's Student Advisory Council, Black Teacher Task Force, district administrators and the Equity Advisory and Action Team. During these sessions information was shared and participants were asked to fill out the survey.
- Distributed print materials to every house in designated and targeted streets in Shaker Heights regarding invitation to participate in the round two of engagement (582 houses in the Moreland neighborhood and 549 houses in the Lomond neighborhood)
- Emailed and called spiritual and religious congregations and centers in and around Shaker Heights. Encouraged leadership to make an announcement to the congregations and/or offered to hold specific feedback sessions.
- Emailed and called Daycare/childcare centers in Shaker Heights. Distributed flyers to daycare and childcare centers for distribution to parents.
- Distributed flyers at SANFOKA performances
- Meeting dates and survey featured on library digital signage throughout Round 2

3. Engagement Overview

Round 2: *Can You Picture It* included many ways to get involved, both in-person and online. All engagement formats included the same information and critical questions for participants to learn about the process and provide their input. Formats included: an online survey available on ForwardTogetherShaker.com from February 22 to March 21; a virtual workshop held on March 25; in-person workshops held on February 22 at the High School and February 23 at the STJ Community Building; and focus groups with middle and high school students.

4. Results

This section summarizes the input collected. It draws from what was learned from each engagement activity. Nearly 24,000 pieces of public input were collected during this phase of engagement.

Can You Picture It? Workshops

Below is the summary of the key themes and ideas that were shared as part of the public workshops, virtual workshop, and online survey. This section is organized into two main sections: Participation and Results.

Participation

1,296 people participated in the workshops or filled out the online survey. Participants filled out an exit questionnaire which included questions on age, race/ethnicity, and neighborhood. The following insight is based on the responses collected.

- Participants were diverse, but not as diverse as the community. 15% of participants identified as African American, compared to 47% of the Shaker Heights School District.
- There was participation from a wide range of ages; however, people aged 18-34 year were underrepresented at .5% compared to 18% in the whole community. Under 18 participation was high due to the focus groups with middle and high school students.
- Residents from all neighborhoods were represented in the engagement process. Relative to their population, Moreland and CHALK had the lowest levels of representation and Fernway and Onaway had the highest levels of representation.

SHSD = Shaker Heights School District Demographics

Age:	Percent	Census	Race:	Percent	SHSD
Under 18:	35%	26%	Asian	3%	3%
18-24	.5%	6%	Black/African American	15%	47%
25-34	4%	12%	White/Caucasian	70%	40%
35-44	22%	13%	Latinx/Hispanic	1%	3%
45-54	21%	12%	Two or more	6%	7%
55-64	9%	14%	Other	4%	SHSD NA
65+	9%	18%			

Neighborhood	Round 2	Neighborhood Population Estimates
Boulevard	14%	10%
Fernway	22%	10%
Lomond	10%	12%
Ludlow	2%	2%
Malvern	7%	10%
Mercer	13%	17%
Moreland	1%	9%
Onaway	20%	7%
Sussex	5%	11%
CHALK (Cormere, Haddam, Ardoon, Larchmere, Kemper)	1%	11%
Not sure	4%	NA
Live outside the city	2%	NA

Households member currently enrolled in Shaker City Schools	Round 2 Percent
Yes	70%
No	30%

Grades	Round 2 Count
Elementary (PreK-4)	408
Middle School (5-8)	483
High School (9-12)	342

Participated in Round 1 (October 2021)	Round 2 Percent
Yes	19%
No	81%

Results

The following summarizes the feedback from the engagement by question. Qualitative feedback was analyzed for key themes and listed in order of magnitude.

Review Concept A. What do you like about this concept?

- Nothing (17%)
 - This category is a catch all for those who generally dislike Concept A, particularly losing neighborhood schools
- Middle School Site (14%)
 - Campus concept and shared facilities (school, recreation, library)
 - Recreation on site
 - Ice rink

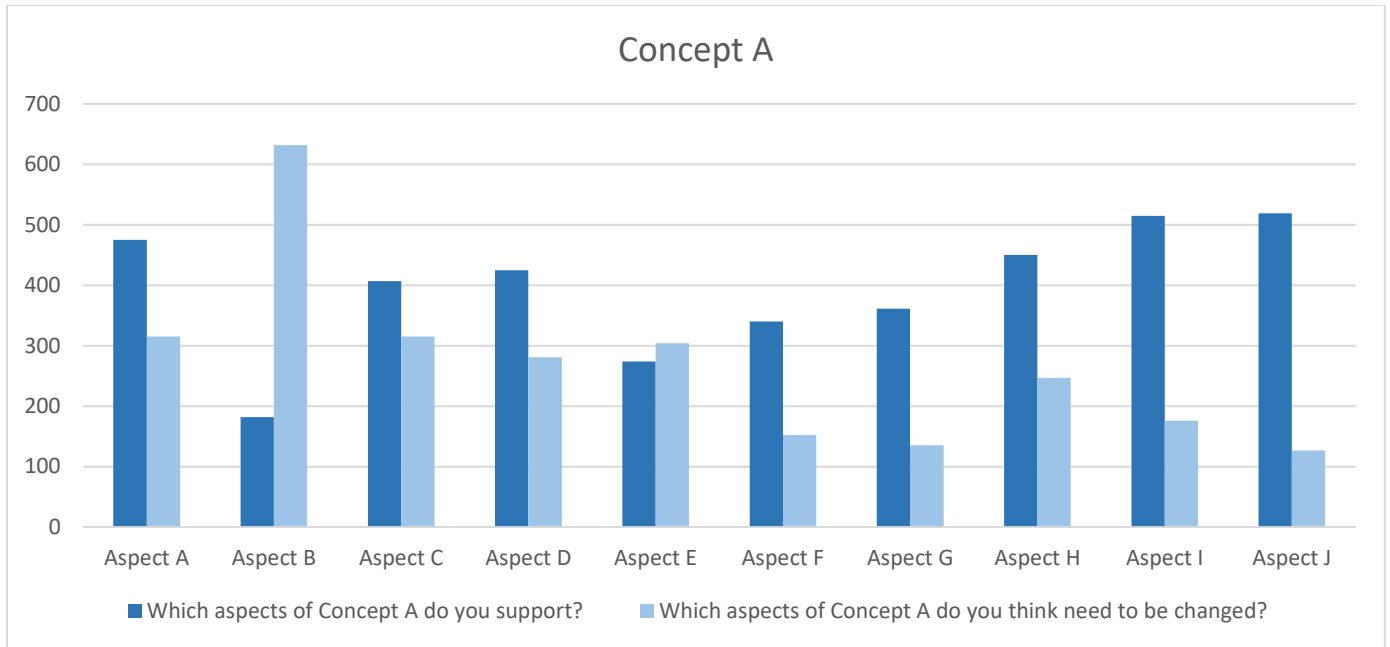
- Competition grade pool
- Grade Banding (14%)
 - K-5 and 6-8 especially appropriate
 - Fewer transitions
- New Middle School (13%)
 - Support for building new middle school rather than preserving current building
 - Location of middle school closer to high school (creates a campus concept)
- Thornton Park (11%)
 - Updated pool was positively received
 - Greenspace
- Centralized Elementary School (11%)
 - Supports 21st Century Learning
 - Allows for children to be together earlier
- High School (8%)
 - Some level of historic preservation is desired
 - Support for building a new high school
 - Inclusion of IC into high school
- Bertram Woods Library: updated library that is integrated with other facilities (7%)
- Equity (6%)
 - Physical access is equalized
 - Shared resources and experiences in a centralized school
- Efficiency and cost (4%)
 - Operational efficiencies with centralization and integrated facilities
 - Lower cost plan
- Recreation plans in general (updated and new facilities) (4%)
- Stephanie Tubbs Jones Community Building (3%)
 - Renovated building
 - Outdoor recreation
 - Inclusion of senior center
- Timeline: quicker construction timeline and fewer disruptions (3%)
- Separate Pre-K (2%)
 - Positive reaction to inclusion pre-k
 - More details desired for locations
- Relocation of bus dept (2%)

Review Concept A. What do you dislike about this concept?

- General opposition to centralized schools for the following reasons: (48%)
 - Centralized elementary school is too large (12%)
 - No community for students
 - Overwhelming for young students
 - Concern about sharing resources/space (e.g., not enough space for all students in cafeteria, playgrounds, in library, etc.)
 - Not walkable (9%)

- Walkable neighborhood schools are a driving force for many choosing to live in Shaker Heights
- Shaker identity and community (8%)
 - Shaker identity centered on neighborhood schools, history, architecture, and walkability
 - A centralized school would harm Shaker's identity, reputation, and ability to build community for families
- Traffic and bussing (4%)
 - More traffic for drop off
 - All students are bussed instead of 40% - not an improvement
 - Not enough bus drivers now
 - Not environmentally friendly
- Historic preservation not a priority with this concept (9%)
 - Too many new builds
 - Not enough historic preservation
- Decentralized Recreation (7%)
 - Dislike how Thornton Park will be renovated
 - Splitting up recreation in more areas of the city
- Onaway/Woodbury site (6%)
 - Tearing down historic buildings
 - Not an appropriate site for the middle school
 - Will cause too much traffic to have centralized middle school and high school nearby
- Closed school locations (6%)
 - Underutilized as administrative buildings
 - Uncertainty surrounding what would happen to other sites
- Still not equitable (mostly regarding schools, but also regarding recreation) (5%)
 - Everyone bussed (not really an improvement)
 - Difficult for families to reach schools for afterschool/extracurricular
 - Recreation facilities on east side
 - Centralized schools far away from underserved neighborhoods
- Grade banding in this Concept (5%)
- Fernway (4%)
 - School was just renovated and will now be underutilized/not used for purpose of elementary school
- Haven't made the case for this concept (2%)
 - How does it support equity?
 - How does it support 21st Century Learning?
 - Evidence of population decline?

Concept A	Which aspects of Concept A do you support?		Which aspects of Concept A do you think need to be changed?	
	Aspects	Count	Percentage	Count
a. How the grade levels are grouped together (K-5, 6-8, 9-12)	475	44%	315	29%
b A new, centralized elementary school	182	17%	632	58%
c. Converting the Onaway/Woodbury site into a new middle school	407	37%	315	29%
d. Building a new high school	425	39%	281	26%
e. More former school building sites available for repurposing for other community needs in future	274	25%	304	28%
f. Shorter overall construction timeframe due to building new school buildings and not needing swing space	340	31%	152	14%
g. Lower ongoing operational costs for school district due to less overall school buildings	361	33%	135	12%
h. Thornton Park (relocate ice rink to current middle school site and enhance outdoor pool, park/green space)	450	41%	247	23%
i. Recreation Center (current middle school site, indoor recreation center and/or outdoor recreation facilities)	515	47%	176	16%
j. Senior Wellness and Youth Activities Center (at Stephanie Tubbs Jones Community building, possible outdoor recreation opportunities e.g. basketball)	519	48%	127	12%



Please tell us why you feel the aspects need to be changed.

- Centralized elementary school and closing schools (37%)
 - Generally opposed to this aspect
- Historic preservation (11%)
 - Not a priority in this plan
 - Particularly want to preserve high school and Onaway
- Cost is too high (10%)
 - Will raise taxes too much
 - Not convinced of decreased operational costs
- Decentralized recreation (10%)
 - Difficult for families with multiple children
 - Some opposed to moving uses from Thornton
- Elementary too large for young students (9%)
 - Detrimental to young students
 - Not enough community
 - Not personal
- Detrimental to Shaker identity and community (8%)
- People choose Shaker for neighborhood schools (7%)
 - People will leave Shaker (move from Shaker entirely or move children to private schools)
 - Families will choose other districts over Shaker when deciding where to move
- Opposed to grade banding (6%)
- Elementary not walkable (6%)
- Closed school buildings – how will they be repurposed (5%)
 - Detrimental to community to not have these as schools anymore
 - Schools that were previously closed are not properly used or not in good state of repair
- Don't trust the process or stated rationale (5%)

- Seems like a cost-saving measure rather than what is in best interest of community
 - Does not reflect residents' opinions
- Onaway and Woodbury would be closed (4%)
- Senior wellness and youth center separate from main recreation center (3%)
- Not an equitable solution (4%)
 - Equal does not mean equitable

Review Concept B. What do you like about this concept?

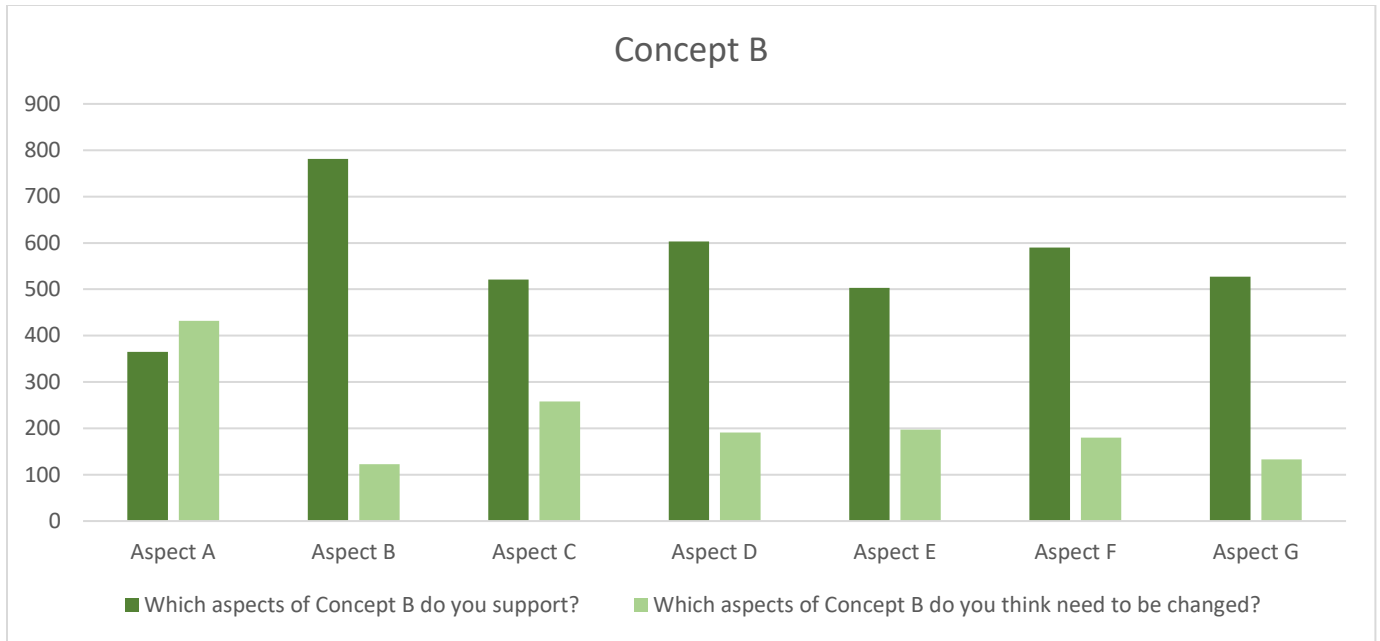
- Preservation of some neighborhood elementary schools (56%)
 - Fernway preserved as a school
 - Elementary schools more walkable than in Concept A
- Centralized recreation at current Middle School site (18%)
 - Collaboration with Bertram Woods
 - New recreation facilities
 - Current middle school will not be preserved
- Renovated and upgraded facilities (18%)
 - Prefer renovated facilities
 - Allows for updates to schools that preserve historical character
 - Other facilities (e.g., recreation and STJ building also updated)
- New Middle School (12%)
 - Newly constructed middle school
 - Middle school closer to high school
- Grade banding (11%)
- New or renovated high school (7%)
 - Includes IC
- Thornton Park available for redevelopment or green space (5%)

Review Concept B. What do you dislike about this concept?

- Grade banding (30%)
 - Don't like grades 5-8 in the same facility
 - Some don't like Pre-K in elementary
- Still losing some neighborhood schools (20%)
 - People want more neighborhood elementary schools
- There was particular concern over the closure of Onaway and some concern about the closure of Woodbury for the use of the site for new Middle School (17%)
- Loss of historic architecture if schools are built new rather than renovated (17%)
 - Don't see need for new buildings, particularly a new high school
- Cost (8%)
 - Concern about cost and rising taxes
- Centralized recreation center (7%)
 - Centralizing recreation center would close Thornton
 - Centralized recreation center not close to underserved neighborhoods in south/southwest of Shaker

- Concept does not address equity (7%)
 - Locations of recreation and schools are further from underserved neighborhoods
 - Maintenance of some neighborhood schools, but there are not neighborhood schools in some neighborhoods, particularly underserved neighborhoods
 - This plan does little for underserved neighborhoods in south/southwest
- Thornton Park (6%)
 - Lack of clarity with plans for redevelopment of Thornton Park
 - Do not like closure of Thornton Park and moving amenities to singular site
- Timeframe (6%)
 - Longer timeframe causes more disruption for students, which is especially undesirable following the disruptions of COVID-19
 - Longer timeframe creates uncertainty and makes the process vulnerable to changes and rising costs

Concept B	Which aspects of Concept B do you support?		Which aspects of Concept B do you think need to be changed?	
	Aspects	Count	Percentage	Count
a. How the grade levels are grouped together (K-4, 5-8, 9-12)	365	34%	432	40%
b. Preservation of some small, existing schools (Fernway, Boulevard, Lomond, Mercer)	781	72%	123	11%
c. Converting the Onaway/Woodbury site into a new or a substantially renovated middle school	521	48%	258	24%
d. Building a new high school or substantial renovation of the high school	603	55%	191	18%
e. Thornton Park available for redevelopment / green space	503	46%	197	18%
f. Recreation Center (current middle school site, indoor recreation center and/or outdoor recreation facilities, new ice rink and outdoor pool)	590	54%	180	17%
g. Senior Wellness and Youth Activities Center (at Stephanie Tubbs Jones Community building, possible outdoor recreation opportunities e.g., basketball)	527	48%	133	12%



Please tell us why you feel the aspects need to be changed.

- Grade bands (34%)
 - Prefer Pre-K or K-5/6-8 to K-4/5-8
 - Some expressed preference for separate Pre-K
- Renovate instead of building new (14%)
 - Renovate Onaway, Woodbury, and High School
 - Very few participants opposed to building new Middle School
- Closure of any existing elementary schools (13%)
 - Opposed to the closure of any neighborhood schools
 - Would prefer re-opening elementary schools
- Opposition to closing Onaway and Woodbury to use the site for a new Middle School (10%)
- Thornton Park plans (9%)
 - Closure for redevelopment
 - Moving amenities to a centralized site
 - Unclear what the redevelopment plans are for Thornton Park
- Need more evidence of efficacy and general information (7%)
 - Necessity of 21st Century Learning
 - Some aspects are vague (renovate vs. rebuild)
 - More information about cost
- Strong preference for renovation of High School over building a new High School (7%)
- Generally prefer status quo or smaller changes and modest renovations to Concept B (6%)
- Equity not addressed (6%)
 - Amenities not located in/near underserved neighborhoods
 - Neighborhood schools do not address equity
- Cost and tax burden (5%)
 - Concern about cost and resulting tax burden

- Location of facilities (5%)
 - Not located in/near underserved neighborhoods
- Not transformative enough to address equity or 21st Century education needs (4%)
- Regroup/redraw attendance lines for existing schools (4%)
 - Redraw attendance lines to address equity and bussing issues
 - Put 5th grade or 5th and 6th grades back into neighborhood elementary schools and close Woodbury or existing middle school
- Opposed to using Middle School site for centralized recreation and/or moving Middle School from this site (4%)

Is there anything missing? What ideas do you have that are not captured here?

- Neighborhood schools (14%)
 - The concepts do not adequately recognize the importance of neighborhood schools to Shaker culture
 - Would prefer more schools opened
 - Incorporate grade 5 or grades 5 and 6 into elementary schools to preserve neighborhood elementaries and close one of the 5-6/7-8 buildings
- Prefer slower and smaller changes (12%)
 - Prefer minimal renovations and only doing what is necessary to modestly modernize schools
 - An alternative concept should focus on addressing the most pressing needs and then return to the idea of potentially building or renovating other facilities
 - Proposed process is too disruptive to children
 - Reconfigure grade bands to maintain neighborhood schools (and potentially open others) while also eliminating existing middle school
 - Reconfigure attendance zones to address equity rather than closing schools
 - Would like cost information for minimal changes/status quo to compare to the cost of both concepts
- Cost and tax concerns (11%)
 - Concerns about cost in already tax-burdened city
 - Concerns about impact on property values
 - Unclear how costs were determined
 - Concerns about stability of funding sources
- Prioritize renovation and preservation of historic buildings (10%)
 - Proposals are too vague on historic preservation
 - Strong support for remodeling/renovating rather than building new
 - Concepts are presented with option to “renovate or build new.” Support for the concepts dependent on renovating rather than building new
- Transportation (9%)
 - Concepts need to preserve walkability of the neighborhoods
 - Address alternative transportation (e.g., biking and public transport)
 - Parking not addressed in plans
 - Concepts do not address traffic impacts, particularly for sites where use would intensify (e.g., building a joint school, library, recreation center at middle school site)

- Need more information on the rec center (9%)
 - Unclear what programs and amenities will be included
 - Vague description is difficult to support
 - Would like amenities that are not mentioned or more information on amenities not well described
- Community participation and engagement (8%)
 - Insufficient participation or transparency in process
 - Process was rushed
 - Process did not engage enough of the community
 - Do not trust stated rationale for process
- Focus on school quality and experience (8%)
 - Changes to facilities will not improve school quality on its own
 - Need to think about student to teacher ratio, curriculum, teacher quality, after school programs, etc.
 - What are teacher's thoughts on education needs?
- Equity not adequately addressed (7%)
 - Plans still ignore needs of underserved groups
 - Preserved and new facilities not in underserved neighborhoods
 - Insufficient evidence that a centralized school improves equity
 - Insufficient evidence that proposed changes support equity
- Evidence for efficacy of 21st Learning and need for changes to school district (6%)
 - Does 21st Century Learning work?
 - Why is 21st Century Learning and change to facilities necessary?
 - What is the evidence of persistent declining enrollment?
- What will happen to the school buildings that were previously closed by the district and to locations that would be closed if concepts are adopted (5%)
- Greenspace, outdoor recreation, or a dog park (5%)
- Concern that families will leave district or new families will not move to Shaker because of change in elementary schools and increasing taxes (4%)
- Locations of schools and/or recreation (4%)
 - Locations not located in south or southwest of city (equity concern)
 - Concern about using current sites for other uses (e.g., moving middle school to new site)
- Environment and sustainability (2%)
 - Building new schools not environmentally friendly
 - More bussing not environmentally friendly
 - No information about incorporation of sustainable design

Both concepts include a renovated branch library in the eastern part of the community. What would you like to see included in a renovated branch?

- More space and programming for children and teens (15%)
 - Teen Center
 - Tutoring and study spaces
 - Expand space for children
 - Activities for children and teens

- Do not have an opinion and/or do not use Bertram Woods (13%)
- Expanded quiet spaces for reading and studying (11%)
 - Improved/more comfortable seating
- Reservable rooms for meetings, classes, and community meetings (11%)
- Focus on books (10%)
 - Include more books
 - More diverse selection of books
 - Improve system for finding books/signage
- Updated technology and more computers (9%)
- Some commenters do not see the need for renovating the library (9%)
 - Main Library was just renovated, so renovation is unnecessary for Bertram Woods
 - Like Bertram Woods as it is
- Do not see a need for a branch library (9%)
- Supportive of plans to make a joint campus with adjoining facilities and closing Fayette Road (8%)
- Updates should modernize Bertram Woods in the style of the Main Library and/or expand the size of the library (7%)
- Focus on programming (6%)
 - Children and teen programming
 - Programming for seniors
 - Classes
 - Community events
- Maker spaces (5%)
 - Spaces and tools for design, art, STEAM activities and programming
- Any renovations should maintain character of Bertram Woods (e.g., natural light, materials, cozy feel of library, etc.) (4%)
- Café, snack bar or other food options on premise (3%)

Which concept do you feel best addresses the guiding principle regarding diversity, equity, and inclusion?

Which concept do you feel best addresses the guiding principle regarding diversity, equity, and inclusion?	Count	Percentage
Concept A	172	19%
Concept B	257	28%
Both Concept A and Concept B	171	18%
Neither concept addresses the guiding principle	326	35%
	926	

Please explain:

Concept A:

- Creates community and a sense of community by bringing people together (22%)

- Provides equal access to facilities and programming (17%)
- Promotes diversity and opportunity (12%)
- Reduces existing inequalities (e.g., segregation, unequal bussing, etc.) (12%)
- Improved facilities and resources available to all (12%)
- Configuration of schools (e.g., centralization, grade banding) is equitable (11%)
- Locations are good for equity (8%)
 - Centralized schools are more equitable
 - Locations are accessible by transit

Concept B:

- Neighborhood schools support equity (64%)
- Neighborhood facilities support sense of community and inclusion (26%)
- More physical access to locations in Concept B (e.g., walkable, transit access) (23%)
- Provides improved facilities and resources for all (13%)
- Locations of facilities in Concept B are more equitable (8%)
- Prefer this concept for equity, but want more of a return to neighborhood/decentralized facilities for underserved neighborhoods (8%)
- Preference for Concept B, but concern that facilities are not accessible to underserved neighborhoods (5%)
- Concept B does not treat equity and equality as the same (equal access does not create an equitable outcome) (5%)

Both Concept A and Concept B:

- Each has pros and cons regarding the guiding principle – a mixed approach would help (24%)
- Both provide access to improved facilities and resources (18%)
- Both address the guiding principle equally (18%)
- Depends on how they are implemented (13%)
 - Programming, activities, culture, etc. will matter more than or as much as facilities
- Both create sense of community and inclusion (10%)
- Both promote diversity and provide opportunity (8%)
- Facility location is a concern with both (7%)
 - Locations, particularly centralized locations, are not accessible to all in either Concept

Neither concept addresses the guiding principle:

- Equity not clearly addressed in the concept. It is not clear from these concepts how either relate to equity (28%)
- Neighborhood schools are important to DEI and neither concept adequately preserves them (24%)
- Neither concept adequately addresses physical access. Centralization makes facilities more difficult to access for many (15%)
- Facility locations are far from underserved populations (14%)
- Decentralized facilities in underserved neighborhoods, particularly opening/re-opening more decentralized schools, would improve access and DEI (14%)

- Both concepts rely too heavily on bussing. Concept A makes bussing situation worse, and Concept B does not improve bussing (11%)
- Both concepts are detrimental to a sense of community and inclusion (10%)
- Other factors like school curriculum and socioeconomic factors are more important than facilities (10%)
- Both concepts, particularly Concept A, treat equity and equality as the same concept. They may result in more *equal* experiences, but not *equitable* experiences (7%)

Which concept would best serve the school district and community as a whole?

Which concept would best serve the school district and community as a whole?	Count	Percentage
Concept A	154	17%
Concept B	368	40%
Both Concept A and Concept B	94	10%
Neither best serve the school district and community as a whole	302	33%
	918	

Please explain:

Concept A:

- Concept A is a better plan for the schools (15%)
- Concept A is more cost efficient, resource efficient, and functional (15%)
- Concept A generally serves schools and the community better (14%)
- Grade banding in Concept A is better for community (9%)
- Concept A provides upgraded facilities and resources (9%)
- Concept A provides better recreational facilities (8%)
- Concept A enhances the sense of community (8%)

Concept B:

- Concept B preserves some neighborhood schools (44%)
- Concept B preserves the current sense of Shaker community and identity (15%)
- Concept B better serves the community generally (10%)
- Concept B involves fewer changes (7%)
- Concept B improves recreation (7%)
- Concept B preserves more buildings and character of Shaker(6%)

Both Concept A and Concept B:

- Both serve and improve the community equally and in similar ways (32%)
- Both serve the community but in different ways. A combined approach would be better (30%)
- Both provide upgraded facilities and resources (16%)
- Both improve recreation opportunities (8%)
- Both improve the schools (8%)

Neither best serve the school district and community as a whole:

- Neither concept adequately preserves neighborhood schools (22%)
- Cost and taxes for both concepts are too high (16%)
- Not enough information, proper rationale, or public engagement was provided (15%)
- Neither concept adequately preserves historic buildings (13%)
- Both concepts focus on the wrong issues (e.g., quality of curriculum, programming, etc. not addressed) (12%)
- Both concepts are damaging to the sense of community and Shaker identity (9%)
- Neither concept is equitable (9%)
 - Facilities built and improved outside underserved neighborhoods
 - Underlying inequity not addressed
- Both concepts propose too much change (7%)
- Neither concept adequately serves the schools and students (7%)
- Concept B is better than Concept A but still not what is best for the community (6%)
- Both concepts have good and bad aspects, but neither concept can be supported (5%)
- Neither concept plans to reopen closed elementary schools (4%)